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ABSTRACT

Final conclusions of a nationwide study of the use of the phonoviewer in the Expanded Foods and Nutrition Education Program (EFNEP) are given to supplement data and specific conclusions in two earlier reports. Based on mailed questionnaires returned from EFNEP coordinators, nutrition specialists, and a sample of county home economists augmented by a study of use by EFNEP aides and reaction of youth and adult programs participants, it is held that the phonoviewer has justified the investment in purchase of instruments and shows and the development of shows. Specific findings about the use of instruments and shows, along with user reaction, are given. Seventeen conclusions summarized the directors' recommendations for further implementation of the program. (SK)

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THE PHONOVIEWER AS AN EFNEP TEACHING METHOD

OVERALL CONCLUSIONS

Data and specific conclusions on the use of the phonoviewer in the Expanded Foods and Nutrition Education Program have been presented in two reports. Phase I reported conclusions based on mailed questionnaires returned by EFNEP coordinators, nutrition specialists, and a nationwide sample of 213 county home economists.

Phase II reported conclusions following a study of use by 425 EFNEP aides, reactions of 394 program participants (youth and adult), and questionnaires returned from 126 county home economists in 3 randomly selected high- and moderate-use states--Massachusetts, South Carolina, Texas--and Wisconsin.

Findings

The following results were obtained in the two studies:

- About one-half of the EFNEP units in the nation currently have at least one phonoviewer and most of the phonoviewer shows. Most states plan to continue use of the phonoviewer. About one-fourth plan to expand use.

- Present shows are being used extensively with EFNEP youth and adult participants and in training aides. In the 4 states, aides have used phonoviewer shows more than 4,200 times . . . on the average each aide has used each phonoviewer show about 11 times. As many as one-third of the agents have used the shows in programs other than EFNEP.

- The use of phonoviewers has been shown to enhance learning. Over three-fourths of the participants surveyed could give examples of new understanding and over one-half mentioned changes in practices. Almost all (92%) of the aides who used the phonoviewer said it definitely helped them with their work. They reported it helped hold interest and prepare lessons, gave credibility to the aide, made things seem more real, and made dealing with touchy subjects easier.

Project directed by Dr. Jane Voichick, nutrition specialist, and Dr. Sara Steele, program evaluation specialist, University of Wisconsin-Extension, funded by ES-USDA. Sue Jenkins, project assistant.

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- Phonoviewers are shared by more than four people in three-fourths of the EFNEP units.

- Coordinators, specialists, and county home economists rated the shows between "medium" and "high" value. A majority of aides rated each specific show as being liked "a lot." Extremely high ratings were given by aides to two shows: "Weight Control" and "Breakfast/ 4-4-3-2 Way."

- Effectiveness could be improved. Only 4% of the coordinators, 12% of the specialists, and 40% of the county home economists felt they were used "very effectively."

- Most respondents want more shows. A large majority (88%) of the participants said they would like to see more shows and 73% of the aides wanted more shows. About 83% of the county home economists responsible for adult and youth programs, 46% of the coordinators, and 50% of the specialists felt more shows should be produced.

- County home economists and aides also want more of other kinds of visual aids, such as flip charts and posters.

Conclusions

Based on these findings, the directors of the study conclude that:

1. Most of the participants, aides, and county home economists who have used the phonoviewer find it a valuable aid to teaching and learning. Most find it easy to operate and interesting. Aides and county home economists seem more enthusiastic about it than do state staff personnel.
2. The phonoviewer and its shows appear to produce sufficient results with participants and markedly improve the aide's confidence in teaching to be worth its cost and the cost of producing phonoviewer shows.
3. Not all states, nor all counties within a state, want to use phonoviewers. They may prefer to use their own materials. However, enough states and counties are currently using the phonoviewer or planning to expand use so there is a potential market for new shows.

4. Use of phonoviewer varied greatly from state to state. This may be due to the attitude of state staff and the amount of leadership given by county home economists in exploring potential uses of the phonoviewer and developing suggestions for helping aides and volunteers use it effectively with both adults and youth.
5. States that have not considered using the phonoviewer since its early days may want to have some aides within their state give the current model phonoviewer and its directions a thorough trial and test. They may want to talk to personnel in Texas and Massachusetts and other states where the phonoviewer is now being used extensively.
6. Even in states where aides were using the phonoviewer extensively and successfully, county home economists felt that more could be done to improve effectiveness of use. More attention may need to be given to helping aides understand the limitations of the phonoviewer (that is, if group is too large) and how to use it in relation to a total lesson plan.
7. Although phonoviewer shows are designed as self-contained lessons and not individually designed to fit the lesson plan developed in an individual county or state, most are easily adapted to fit into such plans. County home economists and specialists may need to give more thought to how each of the shows fit with the topics they are expecting aides to teach and help aides use the shows as an integral part of their total teaching by identifying materials that complement the show.
8. Some states and counties may tend to use the phonoviewer exclusively in the adult program and miss its potential use with children or teenagers and vice versa. Use in both programs needs to be explored.

9. Within a state, use of phonoviewers by aides is conditional on access to use. Few states are yet to the point where an aide has to share with only two other people. In instances where more than three people share one machine, efforts need to be made to make access as easy and convenient as possible.

10. The phonoviewer appears to be equally effective in work with individuals and families in "at-home" situations and in work with small groups (under 15 people). When used with small groups, care needs to be taken in arranging people, light, and sound. County home economists and aides who have restricted use only to groups or only to individuals may want to expand their use of this teaching aid.

11. Although some shows are used more and liked better than others, all of the current shows seem relatively well liked and well used. County home economists and aides who tend to rely on only a few may want to reconsider whether they have adequately explored the potential of a show with both youth and adults. "Food for Teens/Snacks That Count," for example, is used with youth but not with parents. This may be a serious oversight. "The Changing Food Needs of the Family" may have value in working with teenagers as well as with adults.

12. The phonoviewer and its shows have considerable potential for use beyond EFNEP. They are useable in most instances where Extension personnel are doing face-to-face counseling, working with a family or group of less than 12, developing a manned exhibit, or aiding clientele to learn independently.

13. Because county home economists are more apt to prefer slides to the phonoviewer and because some aides work with groups larger than 10 to 12 people, phonoviewer shows should also be available in slide

tape or film strip form. County home economists should be alerted to the ease of converting film strips to slides.

14. The greatest concerns with present shows are the quality of voices and the rapidity of speaking. The extreme heterogenity of families in terms of dialect and rate of speech to which they are accustomed make it difficult to get the sound suitable for everyone. If the volume of sales is great enough, it might be well to have three tape versions of each show--one in Spanish, one in Southern dialect, one in standard radio broadcast English. Regardless of language used, voices should be mature, pleasant, and well paced. Special effects need to be carefully screened so that cartoon voices are not distracting.

15. More phonoviewer shows are needed. Present shows do not cover all of the key areas touched by EFNEP (that is, preservation, production, labeling). Second shows are needed on some of the present topics (that is, more on food buymanship, more on nutrients, reinforcement programs on weight control). This would permit expansion of subject matter, change in ethnic characters, and variety in style of presentation. More shows are needed for various aged youth, particularly teenagers. Aides would like shows on related topics although not strictly on food or nutrition--money management, dental care, etc.

16. Although the cartoons are generally well accepted by both youth and adults, some adults find them "beneath them." Shows may want to include more variety and not be done only through cartoons.

17. Even though more phonoviewer shows are needed, county home economists and aides also feel that more of other visuals, such as flip charts and posters, need to be developed by ES and/or state personnel.

In summary, it would appear that the phonoviewer, when used, has been well worth the investment made to date by states in purchase of instruments and shows and by ES in terms of development of shows. Further investment in phonoviewer shows and in additional visuals on foods and nutrition and related subjects for use in EFNEP and other Extension programs are in order. In addition, greater value can be gotten from the present investment if states and counties that have phonoviewers and are presently giving relatively little attention to them think through the potential uses of each show and give greater emphasis to use in training of agents and aides. County home economists may also want to rethink procedures for making phonoviewers easily accessible to aides. Some counties may want to invest in another instrument or two.

July, 1974

THE PHONOVIEWER AS AN EFNEP TEACHING METHOD

SUMMARY REPORT PHASE I

Major Conclusions

This report describes present and expected use of phonoviewers as seen by Extension EFNEP coordinators and nutrition specialists and a sample of EFNEP Extension home economists. Data were secured by questionnaires.

The following conclusions are drawn from the data provided by the Extension agents, specialists, and coordinators responding to the survey.

1. The majority of states find the phonoviewer a useful teaching aid and plan to continue or expand their present use of it.

2. About half of the EFNEP units in the nation currently have at least one phonoviewer and most of the phonoviewer shows.

3. Present shows are being used extensively with EFNEP youth and adult clientele and in training aides. Some counties are also using them with other clientele (that is, Extension homemakers and 4-H members).

4. Most respondents felt that present shows were well done and made substantial contributions to their program.

5. A large majority of the agents and half of the specialists responding indicated more shows are needed.

6. Respondents wanted printed materials, such as fact sheets to supplement the shows. They also feel that teaching aids in addition to the phonoviewer should be developed--flip charts, slides, and transparencies.

The second phase of the study to be conducted this fall will provide data from EFNEP aides and clientele.

Project directed by Dr. Jane Voichick, nutrition specialist, and Dr. Sara Steele, program evaluation specialist, University of Wisconsin-Extension, funded by ES-USDA.

Nature of the Respondents

Data in this report were secured in April, 1974, from responses to questionnaires sent to state coordinators and nutrition specialists and to a random sample of 329 Extension home economists stratified with respect to use of shows.

All states responded through at least one staff person, although Hawaii and Puerto Rico responded by letter rather than by returning completed questionnaires. Eighty percent of the specialists and coordinators returned questionnaires.

Sixty-five percent of the sampled Extension home economists returned questionnaires. The 213 responses come from agents in 25 states. Almost half of the respondents came from states where phonoviewers had to be shared extensively (one phonoviewer per EFNEP county or one for two or three counties). Thirty-eight percent came from the 10 states with more than 1 phonoviewer per unit and 16% of the agent responses came from states where there were no phonoviewers or they were shared by more than 3 counties.

Agent responses were received from: Alabama, Arizona, Connecticut, Florida, Idaho, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Oklahoma, South Carolina, Tennessee, Texas, Utah, Wisconsin, and Wyoming.

The agent responses came from diverse EFNEP programming situations.

- About half of the respondents worked with both adult and youth EFNEP programs; 19% worked only with the adult program and less than 5% worked only with youth programs.[1]

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[1] Incomplete questionnaires were not eliminated in the tabulation because the questions that were completed were important. As a result, for some questions, there is a sizeable percentage of no answer that does not appear in this report.

- About one-third of the agents worked in situations where the EFNEP clientele was primarily black and one-third worked in situations where clientele was primarily white. Six percent worked primarily with clientele with Spanish surnames, 2% worked primarily with American Indians, 12% worked with a mixture of ethnic groups.

- About a quarter of the respondents worked in situations where some or all EFNEP work was done in a city of 30,000 or more. About a third worked only with families living on farms or in the country. The remainder worked in situations that included a mixture of country, village, or city clientele.

- About half of the agents worked with 4 to 10 aides, one-fifth worked with more than 10 aides. About a fourth of the agents reported working with from 11 to 50 volunteers. Many agents did not indicate working with volunteers.

Agents were about equally divided in terms of length of employment in Extension. One-third had worked less than 3 years, one-third from 3 to 10 years, and one-third more than 10 years. About half of the coordinators and nutrition specialists had been with the EFNEP program since the beginning. Most had other responsibilities besides EFNEP and worked with both adult and 4-H youth phases.

Present Use of the Phonoviewer

Use and Availability

Phonoviewers are used in EFNEP units in the majority of states and will continue to be used in the future.

About half of the states presently have at least one phonoviewer per EFNEP unit. Ten states have two or more per unit: Connecticut, Florida, Massachusetts, Michigan, Mississippi, New Hampshire, New Mexico, Oklahoma, Texas, and the Virgin Islands.

Over a fourth of the states indicated that they expect to expand their use of the phonoviewer: Florida, Massachusetts, Texas, Idaho, Nevada, North Dakota, Oregon, South Carolina, Utah, Wyoming, Alabama, California, Louisiana, Rhode Island, and West Virginia.

Eight states--Georgia, Kansas, Louisiana, Missouri, Pennsylvania, Washington State, Hawaii, and Puerto Rico--indicated that phonoviewers are not available in EFNEP units. Three states did not use them because they felt them too difficult to protect from their hot climate. Three had other audio-visual units they preferred.

Two other states, Ohio and New Jersey, who presently have a low proportion of phonoviewers per EFNEP unit, said they planned to discontinue use of the phonoviewer.

It is probable that at least 31 states, well over half, will be making considerable use of the phonoviewer. However, a few states indicated that expanded future use depends partially on new shows.

The phonoviewer was usually shared by agent and aides--from two to six people. In many instances, adult and 4-H youth EFNEP personnel shared the same phonoviewer. Over a third of the EFNEP coordinators, nutrition specialists, and agents felt there were not enough phonoviewers available. Money was the main reason given for lack of sufficient phonoviewers. No agents checked dissatisfaction as the reason for not having more phonoviewers.

At least half of agent respondents indicated having one complete set or more of Extension Service produced shows.

How Phonoviewers Are Used

Phonoviewers are used with a variety of clientele. The most common use mentioned by Extension agents (83%) was training program aides. Other common uses were teaching EFNEP adults, families, and 4-H EFNEP youth 8-12 years old. Half used the phonoviewer in working with 4-H EFNEP teens. About a third used the phonoviewer in working with special interest groups other than EFNEP and in training EFNEP volunteers. A fifth of the agents used it on demonstration days and in teaching school classes. At least 1 in 10 used the phonoviewer

to work with 4-H leaders, homemaker leaders, 4-H members, homemakers, or at public health clinics.

Phonoviewer shows have been purchased by 80 other agencies in the United States and Canada, including the Wayne County Michigan Department of Health, Cook County Hospital, and YWCA Nutrition Component in New Orleans.

Most agents and specialists felt the phonoviewer was best used to help present a lesson, but not to carry the full teaching.

Agents and aides were more apt to use the phonoviewer than any other audio-visual teaching aid. However, visual aids, such as posters, foods, food models, and flip charts, were used more often than the phonoviewer.

Agents indicated that most phonoviewer shows saw considerable use. Only one Extension Service-originated show, Food for Older Folks, which focuses on a clientele group not emphasized in many EFNEP units, received a rating lower than "medium use." The shows on breakfast, the food groups, and food safety were those mentioned as most often used.

Typically, an adult EFNEP participant saw most of the shows available in the county. The phonoviewer was used at least once a week in almost two-thirds of the EFNEP units responding.

Reaction to the Phonoviewer

Operating instructions were easily understood and the majority of the agents said the program aides and volunteers did not have any trouble with the phonoviewer.

Nutrition specialists tended to be more critical of phonoviewer shows than agents were. They were more critical of approach than of content. However, specialists who rated the shows gave them an average rating between a "medium" and a "high" score.

When agents were asked what aides liked and disliked about the phonoviewer, carrying was listed both as something liked and disliked. Operation was listed both as a like and dislike. In both cases, agents listed the item more often as something aides liked than that they disliked.

The most commonly mentioned "dislike" was that it was not adaptable to larger groups. The most commonly listed "like" was that it provides good information and is an effective teaching tool. Several agents mentioned that it appealed to clientele and that it was a good attention-getter.

Examples of responses to the dislike question included:

- More people show up for a meeting than expected, thus picture not large enough. OK for up to 7-8.
- On some, the actors talk too fast and make it hard to understand.
- Too few phonoviewers available for use by aides in county.

Examples of responses to the like question included:

- Used with fast learners as a review. Used as an introductory lesson. Tone of voice of the speakers. Color and pictures. Like a TV. Teaches only one idea. Each key is used once. Tactfully discusses a problem aide does not dare tell the homemaker. Motivates people. Tells truth.
- It provides a compact lesson with visuals and covers some material in a more complete way than the aide might be able to do.
- Like the fact that it takes less talking. Also feel it saves time thus allowing time to work with other homemakers. Believe that it is a good teaching tool for those who cannot read or write.

Agents tended to prefer phonoviewer to other audio-visual devices. Almost two-thirds indicated their aides preferred the phonoviewer. Half said their volunteers preferred it. When compared with other audio-visual aids, the phonoviewer rated higher in ease of operation, convenience of carrying, and cost. It rated lower on flexibility of use.

Effectiveness of Use of the Phonoviewer

Extension personnel felt that aides and volunteers were using phonoviewers

"Fairly effectively", but that there was room for improvement. Only 4% of the coordinators, 12% of the specialists, and 40% of the agents felt they were used "very effectively."

Some possible reasons for less than optimum effectiveness may lie in the following findings:

1. In one-third of the states a phonoviewer had to be shared by more than one county. In over one-fourth of the counties the phonoviewer had to be shared by more than six people.

2. Aides usually had to check the phonoviewer out from a central location and return it for someone else to use.

3. Two-thirds of the agents said that they had received less than three hours of training on use of the phonoviewer.

4. Less than half of the agents indicated that follow-up contacts had been made with them about the phonoviewer after they had been introduced to it.

5. Agents seldom felt that they had an opportunity to decide whether or not they should receive phonoviewer shows.

6. States seldom based their decision to encourage or ignore the phonoviewer on use of the phonoviewer by aides in their state during a trial period.

7. Training often did not include a demonstration of use with the discussion guide.

8. Only a quarter of the agents said they used more than one training session to help aides learn to use the phonoviewer.

Suggestions for improving training sessions frequently emphasized the importance of ample time for practice by the aides and showing the aides how the phonoviewer show should be related to other learning activities for the program family.

Value of the Phonoviewer Shows

Present phonoviewer shows were well rated in terms of their value in EFNEP. All Extension-originated shows averaged a rating of between medium and high (1-highest rating, 2-medium rating, 3-lowest rating). Food for Teens,

Snacks That Count, and Breakfast were the shows seen as making the greatest contribution.

Table 1. Ratings of usefulness of specific shows.

Title of Show	Coordinators "value"	Specialists "Contribution"	Extension Home Economists "Contribution"
Good Food Works for You	1.54	1.64	1.41
You Are What You Eat	1.52	1.55	1.47
4-4-3-2 Way	1.46	1.52	1.31
Breakfast	1.50	1.48	1.29(highest)
Food for Teens	1.44(highest)	1.41(highest)	1.42
Snacks That Count	1.44(highest)	1.41(highest)	1.32
How to Be a Wise Shopper	1.62	1.50	1.36
More Meat for Your Money	1.57	1.53	1.46
Getting To Know Vegetables	1.68	1.50	1.44
Serving Fruits and Vegetables	1.63	1.50	1.43
Food for Older Folks	1.54	1.68	1.65(lowest)
Weight Control	1.48	1.50	1.52
Feeding Young Children	1.54	1.53	1.45
The Changing Food Needs of the Family	1.46	1.62	1.42
Storage & Cleanliness	1.43	1.50	1.33
The Invaders	1.48	1.47	1.35
Watch the Temperature	1.50	1.44	1.32
Every Minute Counts	1.53	1.44	1.36
*Protein Power Makes the Scene	2.35(lowest)	1.70(lowest)	1.58
*Baby's First Year	1.73	1.42	1.55

*Not Extension Service-originated.

About half of the agents responding were aware of instances where a phonoviewer show had "substantially helped change an attitude or practice." Examples given in the agent responses included such things as:

- One mother had trouble getting teenage son to eat breakfast. After seeing show on importance of breakfast, he began to eat breakfast every morning.
- The show on vegetables was used with a group and several homemakers tried vegetables which they had never used before.
- Weight control--Two homemakers were highly impressed with film and asked aide to help them plan diets. After one month, one had lost nine pounds and the other had lost seven pounds.

- Three elderly persons (2 females and 1 male) planning, buying, preparing, meals together. All were eating mainly cereals, cookies, soup, and sandwiches before working with aide.

Need for More Teaching Aids

Phonoviewer Shows

The majority of the agents responding and sizeable percentages of coordinators and specialists wanted more phonoviewer shows developed.

Table 2. Percentage saying more shows should be produced.

	Shows for adult EFNEP	Shows for 4-H youth EFNEP
Agents responsible for both adult and youth EFNEP (99)	83%	76%
Agents who work only with EFNEP adult programs (40)	75	--
Agents who work only with EFNEP youth programs (10)	--	70
State EFNEP coordinators (50)	44	48
Nutrition specialists (50)	50	50

A small number of agents (10%) and less than a fourth of the coordinators or specialists said that no new shows were needed. The remainder did not respond. A total of 30 states said that more shows were needed.

Food buying, food groups, food preservation, food preparation, and individual nutrients were the most often mentioned topics for new shows (see Table A in appendix).

Most respondents wanted additional printed materials to accompany shows. Present discussion guides were used by many. About two-thirds of each of the three groups--coordinators, specialists, and agents--wanted them continued. In addition, over half of the agents and specialists and about half of the

coordinators wanted fact sheets or other handouts for participants and briefing materials for aides that summarized or expanded on the material in the discussion guide, similar to materials available for the food safety shows.

Agents said that relatively few aides use lesson plans done by others. Most do their own planning and are somewhat flexible to meet needs of clients. Phonoviewer shows with supplemental materials were reported as time savers in developing good sessions.

Respondents were generally satisfied with the type of content, purpose, voices, and special effects used in the phonoviewer shows. Present Extension Service-originated shows averaged ratings well above medium on content, approach, and appropriateness.

Other Teaching Aids

The vast majority of the respondents, 79% of the agents, 70% of the specialists, and 56% of the coordinators, said that other kinds of teaching aids need to be developed. Flip charts were the most often indicated other teaching aid desired.

Table 3. Additional teaching aids desired.

	Number Mentioning		
	Agents	Specialists	Coordinators
Flip charts	95	22	10
Slides	48	14	3
Transparencies	33	7	4
Cassettes or tapes	20	6	7
Posters	2	2	0
Film strips	1	2	3
Games	3	0	0
Flashcards	0	1	1

About three-fourths of the coordinators felt it was appropriate to use materials produced outside of their state and said they would be interested

in purchasing materials that Extension Service or other states produced. Most agents and coordinators felt that good teaching materials were important to EFNEP.

In most states, the state provides some of the teaching materials used. About a third of the coordinators said that money for teaching aids was in the budget; half said that funds could be secured fairly easily. Seven states have developed a plan to continue to purchase phonoviewers and shows until the optimum number is obtained.

Use of Phonoviewer by Aides and Client Reaction

The Phase II report (January, 1975) will present data secured from aides and families in Massachusetts, South Carolina, Texas, and Wisconsin on how aides use the phonoviewer, how they and families respond to it, and influence of phonoviewer shows on food practices. Phase I, covered by this report, provides a national overview; Phase II will provide specific examples.

APPENDIX

Table A. Topics suggested for future phonoviewer shows.

Topic	Number respondents listing topic			Totals
	Agents	Specialists	Coordinators	
Food buying (budgeting, unit pricing, etc.)	26	10	7	43
Food groups	23	4	5	32
Food preparation	20	4	1	25
Food preservation	20	3	3	26
Individual nutrients (especially Vit. C, Vit. A, iron, calcium)	18	7	4	29
Menu planning	17	2	0	19
Food safety & sanitation	16	3	1	20
Gardening	10	0	1	11
Nutrition for pregnancy	9	3	2	14
Weight Control	7	2	0	9
Basic nutrition	6	1	4	11
Special diets (low sodium, low cholesterol, diabetic)	6	0	0	6
Nutritional labeling	6	4	2	12
Food stamps	4	1	2	7
Teen nutrition (& pregnancy)	4	3	1	8
Youth & child nutrition	4	5	3	12
Snacks	4	4	2	10
Food facts, fallacies, & fad diets	4	3	0	7
Food storage	4	1	2	7

Other topics mentioned by less than five individuals not included in the table were: metric system, infant nutrition, breast feeding, food conservation, dental health, dangers of all sweets and starches in the diet, additives, organic foods, breakfast, lunch, elderly nutrition, protein substitutes, food habits, energy conservation in the kitchen, time is money in the kitchen, and chemistry of foods.

December, 1974

THE PHONOVIEWER AS AN EFNEP TEACHING METHOD

SUMMARY REPORT PHASE II

Major Conclusions

This report describes present use and observed results of use of the phonoviewer in 4 states as reported by 425 EFNEP aides, 394 EFNEP program participants, and 126 county home economists from the states of Massachusetts, South Carolina, Texas, and Wisconsin. In summary, the major conclusions are:

1. Phonoviewer shows enhance learning. Homemaker and youth participants report specific understandings and new practices after seeing a phonoviewer show.

2. EFNEP aides definitely feel the phonoviewer helps teach adults and youth. It helps hold interest, prepare lessons, and gives credibility to the aide. It makes things seem more real and makes dealing with touchy subjects easier.

3. Aides use each show several times. It is estimated that aides in these 4 states have shown phonoviewer shows more than 4,200 times. County home economists and aides also use the phonoviewer in health clinics, demonstration days, exhibits, and schools, and with special interest groups.

4. Use is conditional on availability and scheduling for easy aide access.

5. Availability and use varies extensively by state. Aides in Texas and Massachusetts had more phonoviewers available and made greater use of them than did aides in South Carolina and Wisconsin.

6. Participants, aides, and county home economists in these four states like the present shows. The only problems widely noted were clarity of the voices and need for more records in Spanish.

7. County home economists and aides want more shows--both new topics and second shows on topics now available in phonoviewer shows. They also want more of other kinds of visual aids, such as flip charts and posters.

8. Aides have adopted the phonoviewer with a minimum of training on its use. County home economists feel effectiveness could be improved.

Project directed by Dr. Jane Voichick, nutrition specialist, and Dr. Sara Steele, program evaluation specialist, University of Wisconsin-Extension, funded by ES-USDA. Sue Jenkins, project assistant.

Sources of Data

Phase I of the study of use of phonoviewers in EFNEP provided a nationwide overview from Extension professionals. Phase II focused on the local level. Data were secured from EFNEP aides, program participants (homemakers and youth), and county home economists in Massachusetts, South Carolina, Texas, and Wisconsin to describe the extent and nature of the use of the phonoviewer in four states that are either moderate or high users of phonoviewer shows.

Wisconsin automatically became one of the states when Wisconsin personnel were funded to do the study. The three other states were randomly selected from among the 16 states that had ordered more than 200 phonoviewer shows at the time the study began. They were drawn according to geographic region. The sample was checked for ethnic diversity.

The four states were using phonoviewers, but were not the four greatest users. In September, 1973, Texas ranked second with 1,562 phonoviewer shows purchased to that date. The other 3 states all were moderate purchasers with from 231 to 444 shows.

EFNEP Aides

A total of 425 aides randomly drawn from county lists was interviewed by telephone in October, 1974, by staff of the Survey Research Laboratory, University of Wisconsin-Extension. The interviews were about equally divided among the 4 states--Massachusetts, 102; South Carolina, 109; Texas, 108; Wisconsin, 106. The average interview took about 20 minutes. Interviews were completed with 97% of the original sample. They were well accepted by the aides who had been alerted in advance by their county home economist.

Program Participants--Adult and Youth

Reactions were secured from 394 program participants in 12 counties. Cooperating counties included: Hampden, Middlesex, and Essex counties in Massachusetts; Sumter-Kershaw, Bamberg, and Spartanburg counties in South Carolina; McLennan, Lubbock, and Webb counties in Texas; and Columbia, Douglas, and Milwaukee counties in Wisconsin. The number of participant responses per state were: Massachusetts, 81; South Carolina, 95; Texas, 138; Wisconsin, 80.

Arrangements were made through telephone conferences for county home economists to get responses to phonoviewer shows from at least 25 EFNEP participants who had either seen a specific show the previous week or who had seen several shows in the fall of 1974. The home economists were asked to get the data as a part of normal programming activities with the least inconvenience to aides and clientele possible.

County Home Economists

A total of 126 county home economists with EFNEP responsibilities in the 4 states each returned a questionnaire in the spring of 1974. All except one county responded.

Characteristics of Respondents

The respondents provided considerable ethnic variation.

EFNEP Aides

- Over half of the aides interviewed were of a minority ethnic background--37% black, 14% of Spanish surname, and 1% Native American. There were considerable differences among states.

Black aides were interviewed in all four states. The percentage ranged from 15% in Wisconsin to 65% in South Carolina.

Spanish aides were interviewed in three states--2% in Wisconsin, 15% in Massachusetts, and 38% in Texas.

- The majority of the aides (59%) had completed high school and gone no further. About a fourth had not completed high school and slightly less than a fifth had some schooling beyond high school.

  Aides in Massachusetts and Texas were less apt to have completed high school than were those from Wisconsin and South Carolina.

- Almost two-thirds of the aides worked in cities.

  Almost all of the aides in Massachusetts worked in cities compared with only a fourth of those in South Carolina.

- Over half of the aides had been employed in EFNEP for four or more years.

  Massachusetts aides were most apt to have been in EFNEP four or more years and Wisconsin aides were least likely to have been employed that long.

- About a third of the aides worked full time; less than a fifth worked 20 or fewer hours.

  Most of the Texas aides worked full time. Most of the aides in the other three states worked part time.

- Almost all of the aides worked with adults and most worked primarily with individuals. Five percent worked exclusively with youth groups; 36% did some work with youth groups. Such groups included school classes, organized neighborhood groups, program-family children and their friends, and other organized groups such as 4-H, Campfire Girls, Scouts, and Y groups.

Program Participants

- About two-thirds were of a minority ethnic background--46% black, 16% Spanish.

- About four-fifths were adults. About a third were between 31 and 55 years of age.

- Among the 78 youth who responded 36 were under 11, 20 were 11-14 year olds, and 22 were older teenagers.

- About 70% lived in a city.

- Among the adult program participants, about half had been in EFNEP less than one year.

County Home Economists

- Most county home economists worked with either both adults and youth in EFNEP or only with adults.
- Over half had been employed by Extension more than four years.
- Almost two-thirds had majored in home economics education and most had more than one college level nutrition course.

Results

Participants learned and used what they had learned.

Participants Most participants (70%) said they learned a "great deal" from phonoviewer shows. Only one percent checked that they learned "very little." The remainder said they had learned "some."

When asked the general nature of what they had learned, the percentage checking various types of learning were:

80% The shows made me want to eat foods that are better for me.
70% The shows helped me pick out better-balanced meals.
62% I buy foods that are better for me since I saw the shows.
54% I changed how I fix foods since I saw the shows.
53% I tried some new foods since I saw the shows.

About three-fourths gave examples of kinds of <u>understandings</u> they had gained from the shows. Over half gave examples of things they had actually <u>done</u> after seeing a phonoviewer show.

A teenage boy who had viewed the show on weight control gave the following example of what he had learned:

> "I have learned how to control my weight by counting calories. Eating food that is low in calories, stop nibbling on empty calorie foods. I have lost some weight since I have change my eating habit. I listen to this record every week."

Other participants who had viewed the show "Weight Control" gave the following examples of changes in practices:

> "Different ways of cooking foods--broil instead of frying."
>
> "I follow the daily food guide so I can get the vitamins and minerals I need."
>
> "Eating lots of leafy green vegetables and taking exercise."

Participants who had viewed the show "Breakfast/4-4-3-2 Way" reported the following behavior changes:

> "I eat different things for breakfast now. I sure do enjoy eating a good breakfast. I use to think it was not enough time to eat. I get up the same time, but get around faster."
>
> "I shouldn't skip breakfast because I need energy. I need to be awake in school, not half asleep."
>
> "I sometimes have a sandwich for breakfast instead of eggs or cereals."

A teenager wrote:

> "I learned to eat a different breakfast every day . . . . I sure enjoyed this record. I was the one who skipped breakfast."

A young woman from Wisconsin gave examples of how she had changed practices after seeing "Feeding Young Children":

> ". . . Giving children a little of everything and encouraging them to try foods they have never eaten before."

Many participants indicated they had improved food handling practices after seeing "It's Good Food, Keep It Safe":

> "I used to keep the dressing and turkey and leftovers out till my husband came home. Sometimes all day--Now I don't."
>
> "My boy watched the show and haven't had to tell him to wash his hands before eating and that is something."
>
> "Bought bowls with covers so I can cover my food. I cut my chicken in the sink instead of on a bread board, I didn't know nothing about hot and cold foods and I didn't know germs could spread so fast."

Others indicated more careful food buying and less wasting of food after seeing "How To Be a Wise Shopper/More Meat for Your Money":

"Buying powdered milk and chilling it."

"Take more time to shop and do some planning."

Participants who had viewed the shows "Getting To Know Vegetables/Serving Fruits and Vegetables" indicated:

"I use a variety of fruits and vegetables such as carrots, beans, mustard greens, asparagus, cabbage, apples, peaches, raisins."

"I buy a bigger variety of vegetables and fruit now and I am surprised how my family accepts them. I found out I was serving the vegetables and fruit less healthy for my family."

Participants told of a variety of changes in practice as a result of seeing other phonoviewer shows:

"To eat good snacks instead of junky snacks."
(from "Food for Teens/Snacks That Count")

"This show taught me that boys need more calories than girls because of their activities, especially football boys."
(from "The Changing Food Needs of the Family")

"I sometime invite someone to eat with me to keep from being alone like the man and lady in the film."
(from "Food for Older Folks")

Aides

Most of the aides gave examples of how the people they worked with used ideas from phonoviewer shows.

Four-fifths of the aides who answered questions about "It's Good Food, Keep It Safe" gave examples:

"A few used to leave their food out on the counter, since seeing this show they are more careful to put it away."

"They would wrap food before putting it back in refrigerator. They're more sanitary now. Cutting board can store bacteria so clean with bleach."

"One lady who lived alone bought a whole chicken in the store, froze it, took it out when she wanted some, thawed it out, took off what she wanted, and refroze the rest. She learned this was bad and now cuts up chicken and freezes it in packages."

"They've stored food properly and unpack foods as soon as they get home. Know how to store leftovers more quickly."

"They recognized you couldn't leave food out. Found out how sneaky the bacteria are and how fast they can get into food."

Specific examples of behavior change that came from viewing the show "Breakfast/4-4-3-2 Way" are:

"Heard from school nurse that children were eating more for breakfast."

"Homemaker's child saw the show and encouraged the mother to make breakfast."

"Some say never ate breakfast and now do eat it. People who were dieting would skip breakfast now know it's important and don't skip it."

"Some youngsters are eating at least something for breakfast."

"Young people have gone home and tried to carry out ideas and in so far as they or their families had the means to do so they've tried to fill in the basics for breakfast especially."

In addition to giving examples of how EFNEP youth and adults have used information from the specific show they were asked about, aides gave 286 examples of how ideas from other shows had been used.

Use in Teaching

Phonoviewers helped aides teach.

Aides

Ninety-two percent of the aides who used the phonoviewer said that it definitely helped them with their work. Aides indicated different types of help secured from it.

For example, some felt it helped in their own preparation and presentation:

"I run them alone for myself first--gives me new words I can use in my talks."

"It helped me not to have to work up a lesson in posters. I would use the phonoviewer lessons."

"It brought out things that I'd probably miss saying. I could rerun it."

"In simple form--saves me time."

Others mentioned that it helped get attention:

"They get more interested in it, in what I'm trying to tell them."

"It was a repeat lesson for them and a different way to learn."

"It's a change from the regular visit where I do all the talking. It's entertaining to them."

Some commented on the ease with which real things could be shown:

"It made it seem more real."

"Showed them things I didn't have available to show them."

"They look at it and get more from what they see than I can tell them. Particularly good with people who can't read."

Several commented on the credibility it gave to the aide:

"Because it reinforces my ideas so fast. It's right there."

"They don't have to take my word for it."

"After you explain something to someone, if you can show it to them, they have more respect for what you are trying to do."

Other specific ways phonoviewers helped with teaching included:

"By listening to their comments after seeing the show, I can get a discussion going."

"Easier to show them. If a touchy subject, it won't hurt their feelings if you use the phonoviewer show."

Participant A participant made the following comment:

"I don't read very good and the show brought out things much better for me. Thanks."

Extent of Use

Aides used the phonoviewer.

Use vs. Non-Use

Aides Three-fourths of the 425 aides interviewed said they used the phonoviewer. There were differences in extent of use among states--Massachusetts, 90%; Texas, 89%; Wisconsin, 74%; South Carolina, 51%.

Users were more apt to have been employed in EFNEP for more years and to be working more hours per week.

Frequency of Use

Aides About half of the 323 aides using phonoviewers used them several times a month. Most extensive use was found in Texas where 86% of aides working with youth groups and 86% working with adults used the phonoviewer at least several times a month. About one-half of the Wisconsin aides reported using the phonoviewer several times a month.

Frequency of use with adults was related to: number of hours worked, extent to which phonoviewers had to be shared, and whether the aide thought the clientele liked the shows. Aides employed full time were apt to use the phonoviewer more frequently than were those working part time. Those who shared

a phonoviewer with fewer than six people used it more frequently than those who shared it with more. Aides who felt the participants liked the shows used the phonoviewer more often than those who did not.

Education of the aide, number of years in EFNEP, number of participants worked with, and whether the aide worked with individuals or groups did not appear related to frequency of use with adults. None of the variables yielded statistical differences in use with youth.

Extent of Sharing of Phonoviewers

Aides

There was extensive sharing of phonoviewers. Half of the aides said they shared with at least six other people. Aides in Massachusetts and South Carolina were most apt to have to share extensively. However, in Wisconsin the sharing sometimes involved more than one county.

Home Economists

Less than half of the county home economists reported they had more than one phonoviewer in their county. The range having more than 1 was from 4% in Wisconsin to 94% in Massachusetts. More than a fifth of the Massachusetts and Texas county home economists reported that their counties had four or more phonoviewers.

About a third of the county home economists felt that there were not enough phonoviewers in their counties. The range was from 18% in Massachusetts to 46% in Wisconsin.

Use of Phonoviewer Shows

Participants Over half of the participants who had seen phonoviewer shows this fall said they had seen three or more shows.

Aides Almost two-thirds of the aides using the phonoviewer could give details of use for a specific show named by the interviewer.

The average aide among the 323 phonoviewer users had shown a typical phonoviewer show 14 times. At a conservative estimate, aides in these 4 states have probably shown phonoviewer shows at least 4,200 times.

Other Uses

Home Economists County home economists from the four states reported using the phonoviewer in a variety of ways other than directly with aides and EFNEP participants. Two-fifths used them with special interest groups. More than a fifth used them with school classes and homemakers. From 10 to 20% used them with 4-H members or leaders or homemaker leaders or at demonstration days, public health clinics, or fairs.

Reactions to Shows

Most shows were well liked and extensively used.

Use of Individual Shows

Aides Aides working with adults said they used the following shows most often: "You Are What You Eat," "Good Food Works for You," "It's Good Food, Keep It Safe," and "How To Be a Wise Shopper/More Meat for Your Money."

Aides were less apt to use "The Changing Food Needs of the Family," "Food for Teens/Snacks That Count," and "Feeding Young Children."

Four shows--"Breakfast/4-4-3-2 Way," "Food for Teens/Snacks That Count," "You Are What You Eat," and "Good Food Works for You"--were used most often by aides working with youth.

The average number of times an aide used a phonoviewer show ranged from 5 times for "Food for Older Folks" to more than 30 times for "How To Be a Wise Shopper/More Meat for Your Money."

Best Liked Shows

Aides

Most aides felt that their clientele liked the specific show that they were asked about a lot. However, two shows appeared to be slightly better liked and two appeared slightly less liked. "Weight Control" and "Breakfast/4-4-3-2 Way" were rated as "liked a lot" by at least 95% of the aides asked about them. "The Changing Food Needs of the Family" and "Food for Older Folks," the slightly less liked ones, were given such a rating by about 70% of those reporting on use of them.

Contribution to Program

Home Economists

County home economists felt that "Breakfast/4-4-3-2 Way" made the most contribution to the program with "It's Good Food, Keep It Safe" second and "Getting To Know Vegetables/Serving Fruits and Vegetables" third. Shows seen as making the least contribution were "Food for Older Folks," "The Changing Food

Needs of the Family," and "How To Be a Wise Shopper/More Meat for Your Money." However, "The Changing Food Needs of the Family" was rated high in Texas and "Getting to Know Vegetables/Serving Fruits and Vegetables" was rated low in South Carolina.

Reactions to Use of the Phonoviewer

Things liked outweighed those disliked by users of the phonoviewer.

What Aides and Participants Liked About the Phonoviewer

Participants Eighty-five percent of the participants said they liked phonoviewer shows "very much." About the same percentage said they felt that most of the time the shows talked about things useful to them.

Aides Four-fifths of the aides who worked with adults felt that homemakers liked learning from the phonoviewers "a lot." Only four percent said "not very well." The remainder said "somewhat." Aides working with black (91%) and Spanish (87%) clientele were significantly more apt to say that the adults they worked with liked the show "a lot" than were aides working with white clientele (68%).

Fifteen percent of the aides said they liked it because it was like TV or a movie. From 5 to 10% said that they liked it because it's so easily understood, it catches and holds interest, or it gives emphasis to lessons. Some felt that the color and sound were particularly well liked. Others

thought it was the humor and the enthusiasm. Some commented that the characters were like ordinary people. Others said it was liked because folks could see a lesson applied.

All except four of the aides using the phonoviewer mentioned something they liked about it. Almost half mentioned more than one thing. Twenty percent of the aides said the thing they liked was that it explained what they were teaching. Other things mentioned by 10% or more aides were: easy to take along, they can see what you are talking about, and holds attention well.

Almost all of the aides working with youth felt that youth liked learning from the phonoviewer "a lot." Aides felt that children liked it because it was like TV. They liked the color and the motion of the animated cartoons. One aide said, "The music gets their attention first; then they settle down and watch the film." Another said, "It isn't like going to school. It's fun instead of work." Aides working with younger children were more apt to say that youth liked the phonoviewer "a lot" than were aides working with teenagers.

What Aides Disliked About the Phonoviewer

Aides

Only two-fifths of the aides said there was something they disliked about the phonoviewer. The only thing consistently mentioned by as many as six percent of the aides was that it is bulky and difficult to handle. When asked a specific question, however, 16% said they had trouble carrying the phonoviewer either because of its size, its carrying case, or the problem

of carrying it and other materials. Very few (4%) said they had trouble operating the phonoviewer.

The most often mentioned dislikes about learning from phonoviewer shows, mentioned by less than five percent of the aides working with adults, were unclear voices that were hard to understand or shows that were over simplified, too juvenile, or too short.

There was no pattern in responses in the few dislikes mentioned by aides working with youth.

Changes in Future Shows

Aides

Almost half of the aides felt some changes would help in future shows for adults. Most often mentioned was more records in Spanish. Concern about clarity of speech led to suggestions that the pace be slowed, voices be more mature and clear, and hard to understand accents be avoided. Some felt that shows needed to be more sophisticated for adults and teenagers.

About a third of the aides working with youth thought that changes would help future shows. A few thought that the shows were not sophisticated enough for teenagers and that some of the words were too sophisticated for younger children.

Participants

The suggestions most often given by the participants were that there be more shows in Spanish and that the speech be made clearer and slower. A few reacted negatively to the extensive use of cartoons.

Home Economists

About a third of the county home economists said that changes were needed in adult programs; 13% said changes were needed in youth programs. Like aides and participants, county home economists were most concerned with clarity of speech.

Improving Use of the Phonoviewer

Phonoviewers could be better used with more thought and training.

Home Economists

Less than half of the county home economists felt that aides were using phonoviewers "very effectively." Texas county home economists were slightly more satisfied than were those from other states.

Suggestions made by county home economists include:

> "We need one phonoviewer per aide. One phonoviewer shared among six to eight aides is totally inadequate. The aides use the phonoviewer frequently and find it very effective, but have limited access to it."
>
> "More encouragement and reminder to PAs to use phonoviewer programs and build their teaching around the various shows."
>
> "More phonoviewers and shows made available."
>
> "Effectiveness could be improved by doing more training with aides on how best to use the phonoviewer--the idea that it is only a supplement to teaching and that it is most effective with very small groups or individuals."
>
> "There needs to be better discussion of the shows between aide and homemaker(s). Therefore better training in use of phonoviewer is needed."
>
> "Aides and volunteers must be encouraged continuously."

Aides

Suggestions from aides as to how the phonoviewer could be used better fell into three types: operation, adaptation to audience, and use in teaching.

Operation--the most often given suggestion was that the phonoviewer should be used only with individuals or small groups

(19%). Other suggestions included "know how to operate the machine," "be sure the room is dark enough," "preview materials," "use it a lot so you are familiar with it," "see that it is synchronized."

Adaptation to Audience--"translate to Spanish before going out," "use only with younger children," "select programs people are interested in."

Use in Teaching--"discuss the topic before showing the show," "work up interest before showing," "use the lesson plans that go with it," "select additional material to go with it," "run once, discuss, run again," "stop now and then for questions," "use the phonoviewer as a back-up aid."

Nature of Past Training

Aides

Almost three-fourths of the aides who had used the phonoviewer said they had less than one hour of training on how to use it.

Home Economists

Ninety percent of the county home economists said that all of their aides had some training in the use of the phonoviewer. More than 80% said that that training had included a demonstration on how to use the phonoviewer, suggestions for ways to use shows, and opportunity to practice operating. Fewer said it included training on using the discussion guide and that they provided an opportunity for aides to practice teaching using the phonoviewer.

More Shows Wanted

The majority of respondents wanted more shows.

Who Wants More Shows

Participants Eighty-eight percent of the participants said they would like to see more shows.

Aides Seventy-three percent of the aides wanted more shows.

Home Economists Seventy percent of the county home economists felt that more shows should be produced for adult EFNEP; 52% felt more shows should be produced for youth EFNEP; 31% felt shows should be produced for other programs.

Topics Most Often Mentioned

Participants Participants were not asked specifically what other shows they would like. However, a few made suggestions: casserole dishes, food storage, meats and milk snacks, total family budgeting, pride in the home, personal grooming, selection and proper use of kitchen utensils, setting an attractive table with what you have, special diets other than weight control, home management, food for pre-school children and infants, planning balanced meals for the entire family, more ideas on shopping, more shows on different vitamins.

Aides Between 5 and 10% of aides working with adults suggested the following topics for phonoviewer shows: food cleanliness, food preservation, food buying. From one to five percent of the aides mentioned: weight reduction, money management,

food stamps, using milk, unit pricing, pregnancy, food labels, vitamins, vegetables, food shopping, child care and feeding, bug control, basic food groups, nutritive value of foods, meal planning, food preparation.

In addition, 95 other topics received 1 or 2 mentions. Subjects included health foods, leftovers, food myths, taking pride in food preparation, and such. Non-food topics included teeth care, appliance care, and birth control.

About three-fourths of the aides working with young people also suggested topics for more phonoviewer shows for youth. The only point of concensus came when about 20% of the respondents mentioned the need for a phonoviewer show on personal grooming. In addition, others suggested a show that would focus on how food improves appearance. Six percent of the people mentioned snacks for pre-schoolers.

A total of 90 different topics were listed, from sharing and self-control to minigardens and most topics relating to nutrition and food.

Home Economists

Topics mentioned by 10% or more of the county home economists were food buying and food groups. Topics mentioned by from five to nine percent of the county home economists included: meal planning, sanitation and storage, food preparation, nutrients, food preservation, pregnancy, special diets, and general nutrition.

County home economists mentioned 19 other topics, from food fallacies to insect control and gardening.

Over three-fourths of the county home economists would like to see discussion guides and handouts, such as fact sheets, developed for future shows.

Other Teaching Aids Also Desired

Aides

About half of the aides using the phonoviewer with adults wanted other teaching materials. The most often mentioned were posters (8%). Other suggestions were flip charts, slides, pamphlets and leaflets, movies, film strips and films, and games. Several suggested that more materials in Spanish were needed. Fifty other suggestions were given.

Over half of those working with youth wanted more teaching materials. Games were mentioned most often.

About half of the aides who had not used the phonoviewer indicated that they would like more teaching materials. The most often mentioned item was more phonoviewers (17%). Other things mentioned included posters and charts (15%) and more pictures.

Home Economists

Four-fifths of the county home economists would like to see other teaching materials available. The most often mentioned were flip charts, slides, and transparencies.